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ABSTRACT

An attempt to integrate socioeconomic development with literacy through nonformal education programs in Kerala, India, involved illiterate and semi-literate adults (1050 men, 450 women) in two pilot literacy projects organized by the Sanghom (library organization), Mitraniketan, and state government. Two literacy primers were developed, using an idea-sentence-word-alphabet method, with topics focusing on numeracy skills, vocational improvement, social studies, health education, and subsidiary vocations. Course time was increased from 150 hours in the first program to 300 hours in the second. For final evaluation, literacy gains were tested and compared by age, sex, occupation, religion, and location; attitudinal/behavioral changes were assessed. Mean score of total learner attainment was 63.45 out of a possible 100, with a standard deviation of 20.65. Comparative achievement findings included: men scored significantly higher than women, fishermen scored higher than agricultural workers; no significant difference existed between skilled/unskilled workers; districts nearer project headquarters scored higher; previous schooling gave the learner an advantage; effect of age on achievement was negligible; no significant difference was found among Hindus, Christians, and Muslims. Attitudinal/behavioral changes included the learners using vocation, health, and literacy knowledge, improved self-concept, and greater interest in community development. (RS)

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A CASE STUDY

NON FORMAL EDUCATION FOR AGRICULTURAL WORKERS & FISHERMEN.

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RC 011041

NON FORMAL EDUCATION

for

Agricultural Workers & Fishermen

A

Case Study

by

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A. I. E. (London) in Nonformal Education.

DEPARTMENT OF EDUCATION

UNIVERSITY OF KERALA

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PREFACE

The case study reported here was undertaken by me during 1971 and was completed in 1975. As I was doing Associateship in Nonformal education at the University of London Institute of Education, I had to prepare the case study report in London in March '76 for submission to the Govt. of India for selection and onward transmission to the UNESCO regional office for Education in Asia, at Bangkok.

In his letter No. 133-32-4/AC/1552/76 dt. Ist December 1976, Dr. A. Latif, chief of ACEID, Bangkok (addressed to Mr. Tarun Roy, Secretary of the Indian National Commission for Cooperation with UNESCO) observed thus: *"Dr. K. S. Pillai's case study has been examined. The subject of the study is of great interest to us. It is well presented."* However, he required a further analysis of the data thinking that my findings were based on insufficient data. (It so happened that my case study was submitted from London wherein I stated that an elaborate case study could be taken up after my return to Kerala). Accordingly the Ministry of Education, Govt. of India in their letter No. 15-11/76-44 dt 15th January 1977 suggested my resubmitting the case study in the light of the observation made by Dr. A. Latif. I couldn't comply with this request due to personal reasons.

A copy of the case study report was then sent to the International Conference on *"Nonformal Education and the rural poor"* organised at the Michigan State University, U. S. A. Professor Richard Niehoff, who directed the conference and Dr. T. A. Koshy of the World Education reviewed my case study. They observed thus: *Your case study offers much interesting data and a thought provoking use of nonformal education.* Dr. Joan. M. Claffey, Director of the NFE Information Centre suggested making copies of the case study available to persons in the NFE Information Centre network.

I approached the Directorate of Nonformal (Adult) Education and the N. C. E. R. T. enquiring whether they would publish the case study or give a publication grant. Timely help was not forthcoming from these quarters. Prof. D. S. Rawat of the Dept,

of School Education, N. C. E. R. T. however wrote thus: *"I am indeed very happy to go through the report and its findings. My colleagues Dr. N. K. Ambasht and Sri S. L. Gupta have also gone through your report and we all very much appreciate your efforts. In this connection I would like you to get this report duplicated. We may use it for the national seminars on nonformal education as a strategy for universalisation of primary education".*

On Page (1) of the National Adult Education Programme outline (1978) it has been suggested that *case studies of some significant past experiences, particularly those where the failures or successes have a bearing on the planning and implementation of the NAEP, be prepared urgently.*

As one who has been interested and involved in functional literacy/nonformal education for the last 7 years directly (and indirectly for 27 years) I felt it my duty to publish this case study report and share my experiences with others in the field.

The Kerala Granthasala Sanghom, The Mitraniketan and the Farmer's functional literacy projects of the Govt. formed the fields of operation for this case study. I owe much to these agencies for helping me complete the project.

Mr. R. Mukundan, who worked under my guidance on the topic "attainment of learners in literacy classes" deserves special mention in this connection. Other M. Ed. and Ph. D. students who extended cooperation in various ways are also acknowledged herewith.

All my colleagues in the Dept. and the Head of the Dept., Dr. N. Vedamani Manuel have encouraged me a lot. Mr. Douglas Smith of the London University was a source of inspiration to me in writing this report amidst my heavy routine in the U. K. To all these I express my sincere thanks.

I feel amply rewarded if this case study is of some use to future planners and field workers.

1—2—1978. K. SIVADASAN PILLAI

INTRODUCTION

No democracy can flourish without the active participation of its citizens. The poor, hungry, homeless and illiterate people in any country cannot participate effectively in its nation-building activities. This is especially true of the developing countries. Countries which emerged from colonial rule and which have established its own governments are trying to combat these problems in order to secure socio-economic development and prosperity. India is no exception.

Through its five year plans, the Government of India have been trying to increase food production, provide industrial growth, arrest population growth, bridge the gap between the rich and the poor and make people literate. Though constitutional provisions were made for free and compulsory education from 6—14, it is still a dream. Neither could we achieve the target nor arrest the rate of drop-outs from schools.

The percentage of literacy has increased considerably since independence, but the real number of illiterates has also increased. According to 1971 census figures the number of illiterates in India is around 385 millions. This is more than the population India had at the time of independence. The main reason for this appalling situation is the population explosion. The message of 'small family norm' has not reached the masses effectively. The decrease in death rate and the increase in birth rate have brought about this situation. The common people are not yet aware of the nation's problems. They need to be educated in the sense that they participate in developmental programmes.

Kerala was the smallest of Indian states at the time of state reorganisation in November 1956. Now it has lost that position when new states emerged. But it has its supremacy in various aspects. It stands first among the Indian states in literacy with 60.42 percent of its population being literate. It is the most

densely populated state as well. With an area of about 15,000 sq. miles, it has a population of 21.3 millions (1971 census). The majority of them live in villages and are poor agricultural workers or fishermen. Unemployment has even attacked Engineers and Doctors that they have started forming cooperative engineering concerns and hospitals. Trained teachers are waiting for opportunities, not to speak of graduates and undergraduates. This being the case it has been estimated that more than 7,00,000 in the age group 15—25 are still illiterate in Kerala and that the majority of them are in rural areas, are agricultural workers, fishermen, are of the low income group and are not interested in community development programmes.

The programmes launched through the National Extension Service (N. E. S.). Blocks have not produced expected results, may be due to lack of co-operation and awareness on the part of the masses. The attempts at conducting evening and night classes also proved a failure as the people were not properly motivated for the same. Another reason was that the emphasis was on the three R's (reading, writing and arithmetic), which was not their major concern.

Experts have opined that there is enough national resources in Kerala to make it self sufficient in food, provided the human resources are brought to use. People in villages resort to old techniques of agriculture even in this scientific era. They are reluctant to switch over to modern ideas such as using new seeds, manure, pesticides as also tools. Similarly the fishermen are still maintaining beliefs and customs traditional to their group and are afraid of mechanical boats, fishfarming, fishing industry, not to speak of fish culture. The social taboos are such that scientific developments are viewed with suspicion. It is surprising to note that people vote not for persons but for their symbols such as elephant, cow, hut, sun, horse, coconut tree etc. The masses are exploited and indoctrinated to some extent by a privileged section of the society.

There are about 4000 libraries in Kerala. They are affiliated to a central organisation called Kerala Grandhasala Sanghom (Kerala Library Organisation) which was registered in 1945 with 47 rural libraries. These libraries are located in the 11 Revenue districts and 980 panchayats. Most of these own buildings and possess a good collection of books each. There will be a reading room, a library room and an office or assembly hall for each of these and some have big buildings. The cost of books in these libraries is more than 30 milllon rupees and the buildings too cost and equal sum. Attached to each library there are about 10—15 educated, dedicated voluntary workers on whose service the system functions. The libraries organise discussions, seminars, symposia etc., besides cultural programmes and physical exercises. Women's sections and children's sections are attached to many libraries. Though mainly these are reading centres, they are really community centres. They send books home through messenger systems or the distributing library vans. A new venture is the 'Bell Bicycle scheme' in which a volunteer will take books to streets on his cycle, distribute them there and on a later specified occasion he will come and collect back the books. The reading habits of the literate people in Kerala have escalated because of the services of this Sanghom.

The Sanghom, not satisfied with catering to the needs of the literate masses, decided to stretch out its activities to the illiterate people as well. Actually illiterate people were also making use of the reading rooms, where someone will read the newspapers for them. It is a fact that even in the remote villages in Kerala, in the tea shops and in the petty shops, one could find people reading newspapers and discussing vital issues. Further, the radiokiosks attached to the public libraries are centres of assembly for both literates and illiterates. But the sanghom wanted to develop a new group of readers. They carried out a survey of literacy, at random, in Kerala. It was surprising to note that even in cities there were illiteracy pockets. Stunned by this finding the Sanghom decided to start literacy centres in all its libraries. The Sanghom is working on a nominal grant from the Govern-

ment and hence could not launch programmes all on a sudden. They submitted a proposal to the Government of India to start about 7,000 literacy centres in Kerala, at the rate of 2 per library. Though this was an ambitious programme, the Government of India sanctioned only a pilot project to start 20 centres in two Districts under the functional literacy scheme.

It was my association with the sanghom as a member of the Expert Committee for the implementation of the pilot literacy project in Kerala, that tempted me to take up this study. Two sections of people *viz.* agricultural workers and fishermen were selected for the study. They were from one of the southern and northern districts of the state. The first pilot project was for 6 months during which period the learners got 150 hours for study. Functional literacy was aimed at and hence two streams—agriculture and fisheries—were formulated with subsidiary vocations and other built-in subjects like health & hygiene and social studies besides literacy. No special text book or primer was used in the literacy centres and no specific method of teaching was evolved. The literacy workers were properly orientated and the whole programme was planned well. But in the final evaluation which consisted of oral and written tests—writing words from memory, filling the blanks, writing a short letter to a friend, writing a paragraph when read out, reading a portion of an unseen book, answering oral questions based on the topics discussed in classes, arithmetic sums of use in life situations etc., the results were not upto the expectations, as seen from the performance and total scores.

This persuaded the investigator to evolve a new methodology, prepare a primer and integrate literacy teaching with attitudinal and behavioural changes in the learners conducive to better and active participation in developmental programmes.

The Project

Along with the implementation of the first pilot functional literacy project sanctioned to the Kerala Grandhasala Sanghom

by the Government of India, preliminary work on the case study reported hereunder also started. i. e. from the middle of 1971.

The population covered was drawn from four of the eleven Revenue Districts in the state, they being Trivandrum and Quilon from the south and Malappuram and Cannanore from the north. In terms of number of centres it is 50 and the literacy learners brought under the purview of the study was around 1500, drawn mainly from agricultural workers and fishermen. There were some day labourers and some without any employment. Out of the sample, 450 were women learning in the 15 literacy centres exclusively run for them. This group consisted of housewives, day labourers agricultural workers and fishermen. The age level ranged mainly from 15 to 35 with a few exceptions at either end.

Age wise distribution of learners

Les than 15 years	1%
15 to 25 years	40%
26 to 35 years	38%
more than 35 years	21%

While the majority had not been to schools at all, some had been to schools, passed one or two classes, but relapsed into illiteracy because of disuse.

Distribution according to level of literacy

Not been to school	39%
Studied in I std. only	20%
,, upto II std.	23%
,, upto III std.	10%
,, upto IV std.	5%
Studied above IV std.	3%

Some of the learners could identify the letters of the alphabet with difficulty but could not read words. This group, however, had the benefit of having once been subjected to the formal

learning process. While the majority of the sample was formed by rural people, people from urban areas were also included in the study.

Rural—Urban distribution of learners

Rural	—	78%
Urban	—	22%

Similarly Hindus, Christians and Muslims were among the learners.

Communitywise distribution

Hindus	45%
Christians	31%
Muslims	24%

On the whole the sample taken was a replica of the population in Kerala.

Organisations Involved

The major organisation which provided facilities for try out, experimentation and field study was the Kerala Grandhasala Sanghom, referred to above. At this juncture it may be noted that during 1975 the Sanghom won the order of merit for the Kurpskaya prize for outstanding adult education work, by UNESCO.

Mitraniketan, a residential school cum community development centre, run on the lines of the Shantiniketan was another organisational institution involved in the study. It is situated in a rural area, Vellanad, 18 miles northeast of Trivandrum, the capital of Kerala. This institution supposed to be the "abode of friends" has launched various community development activities and the people in the locality are whole-heartedly participating in all these progrrmmes. In order to educate them and to instil in them better work habits, attitudes, values etc., literacy centres were started in the area; again with financial assistance from the Government of India.

The Government of Kerala launched farmer's functional literacy projects in 1973 in four revenue districts viz. Trivandrum, Trichur, Palghat and Cannanore, the literacy workers, mainly village extension officers, employed in the 240 centres also have collaborated in the study.

Similarly the college teachers who underwent a weeklong orientation course at Calicut University, numbering 30, who were responsible for orientating selected National Service Scheme Volunteers in the area; the National Service Scheme Volunteers numbering 200 from the colleges under the university of Kerala who had as a part of their intensive leadership camp, a programme on functional literacy; select members of the Literacy Brigade formed under the Nehru Institute of Youth Afiairs (NIYA), who volunteered to run literacy centres, numbering about 30, have at one stage or another taken part in the study.

The M. Ed. and Ph. D. students who worked under the supervision and guidance of this investigator during 1971-75 have spared no pains in rendering valuable help at various stages of the project, starting from the identification of the vocabulary to the final evaluation, analysis, reporting and follow-up of the centres and the project.

The University of Kerala, which permitted this investigator to carry out the work 'without prejudice to normal duties in the Dept. of Education' has also by its sympathetic attitude and cooperation, played a prominent role in completing this case study.

Problems of national development and the Project's contribution towards solving it

As pointed out earlier, many of the schemes chalked out by the Government could not meet with expected results because of the lack of cooperation and participation of the citizens. Those who are not aware of their rights and privileges as democratic citizens will surely be unaware of their duties. There are some

who argue that there is no need for the labourers, factory workers, agricultural workers etc; to know reading and writing. But it is just the other way round. Only thinking people could participate actively or wholeheartedly in developmental programmes. To ensure maximum productivity, ensuring proper use of cultivable land, sharing of resources, understanding other's problems etc., one has to be educated. This can be through real life experiences. But if the pleasures of reading and writing are denied to a person, he cannot develop personality. He will have to depend on others, which he could buy using his wealth, for communicating with other people.

But teaching reading and writing just for the sake of literacy is absurd, as evidenced by the failure of the night classes and social education programmes. It has to be linked with real life situations. The motivation to learn the alphabet has to come from within. This can be inculcated through indirect measures. Touching one's own delicate aspects of life is one way out. Feeling oneself the difficulties of not being literate through simulated situations is another. The available vocations or prospective ones can very well serve as a medium. Discussions, role plays, dramatisations, film shows etc. are some of the possible techniques. Providing the atmosphere conducive to learning as a result of one's own felt need is what is required. How best this can be achieved has been investigated in this study.

This study has attempted to evolve a new teachnique of providing the needy with the necessary literacy and numeracy (through the experimentation of a new approach followed in the primers developed by this author) along with trying to bring in attitudinal and operational changes in the people which in turn persuade them to be active participants in welfare and developmental programmes.

Precisely the study aimed at (i) making people aware of civic responsibilities and rights, (ii) helping people adjust better to changing environmets. (iii) Persuading them to inculcate better attitudes and values of life (iv) trying to root out superstitions, taboos, customs, beliefs etc. (v) motivating

people to ensure environmental sanitation (vi) adopting budgetting, account keeping and saving habits (vii) helping them realise the need for modernising vocations (viii) ensuring participation of people in developmental schemes (ix) providing adequate mastery of literacy and numeracy (x) cultivating a 'we-feeling', 'feeling of give and take' etc., thus integrating socio-economic development with literacy through non formal education programmes.

The rigidity of the curriculum, timetable, supervision, examination etc, which are the dominant characteristics of a formal system of education has been kept to the minimum possible, allowing for comparison of some kind and provision of guidelines. (the details are discussed elsewhere).

Linking projects

An enquiry into the reading interests of adults, extent of drop outs from literacy classes and the reasons therefor, the motivating factors in joining literacy classes, the attitude changes, comparative efficiency of different methods of teaching, comparative studies on attainment of (a) the two sexes (b) the people following different vocations (c) people of different age levels (d) different motivations (e) previous background (f) in different areas etc., the comparative efficiency of teachers, social workers, unemployed educated people etc. as literacy workers, etc, have been attempted as linking projects.

Innovative features

1) Identification of vocabulary prevalent in specific groups.
2) Selection of content units appropriate to the aims of the study.
3) Use of the idea→sentence→word→alphabet approach.
4) Special orientation for literacy workers & supervisors.
5) Monthly seminars of literacy workers & supervisors.
6) Provision for practising what is preached.

7) Provision of a climate of understanding and cooperation
8) Exposure to the resources available.
9) Evaluation of the cognitive, affective and psychomotor domains.
10) External care and check up.
11) Motivation from within.
12) Sustained interests.
13) Provision of supplementary reading materials.
14) Exposure to the mass media.
15) Self evaluation of 'profit and loss'.
16) Minimum use of modern educational technology.
17) Improvisation of teaching aids for local use.
18) Contacts with the 'outside world', etc.

The Study

Identification of vocabulary and areas of interest

While the first functional literacy project was in progress, the centres were frequently visited by the investigator together with other experts and M.Ed. students specialising in Adult Education. After establishing rapport with the learners, their areas of interest were elicited. This gave an indication of the felt problems of the ordinary people in the locality. This differed between agricultural workers and the fishermen. While the farmer wanted to know more about inproved methods of agriculture, varieties of seeds, manure, pesticides etc, as also the problems of soil erosion, soil testing, cooperative farming etc, the fishermen were interested in knowing the methods of preserving fish, fresh water fishing, fish industry, modern tools such as mechanised boats and nylon nets etc. The learners also expressed their desire to know about their neighbourhood, community, state etc They were eager to know about political parties, fundamental rights, democracy, cooperative societies, national service schemes, Panchayati raj etc. The major desire of some was to write their names in English and sign accordingly. Some others had problems of keeping accounts,

budgetting, savings bank systems etc. Most of the learners were aware of the contageous diseases and desired to learn how they occur and how best they can be remedied. From the responses collected from the learners, the points emerged from the discussions with library workers, social workers, health educators, extension officers etc, a draft list of topics to be included in the primers was fixed. This was then discussed in the expert committee and finalised.

Simultaneously an attempt was made to prepare a vocabulary list for these two categories of people. The investigator himself hailed from an agricultural area. Hence a draft vocabulary list was prepared for verification. The vocabulary list prepared for the formal system was also referred to. The Illiterates and semi literates were met in groups in ordinary and simulated conditions and the frequency of occurrence of the words noted. Parallel to this, another list was prepared merely by listening to people talk each other. The same approach was followed in regard to the fishermen community also. Based on the vocabulary count, priorities were fixed.

Another variable in question was the ease of writing 'letters of the alphabet and words'. Unless some simple alphabets are presented first, the learners might get frustrated and discontinne. So certain alterations were made in the priority list and colloquial use of certain words were investigated and taken care of in using them.

Topics included in the primer

Agricultural topics such as farming, soil and soil testing, soil erosion, kinds of seeds and manure, pesticides, compost pit, coconut, paddy, etc;

Topics related to fishing such as fishing vessels, 'chakara', deep sea fishing, fresh water fishing, fish culture, fish canning, fish industry etc:

Topics on health and hygiene such as environmental sanitation, cleanliness, clothing, vitamins, contageous diseases, first aid, etc;

General topics such as cooperatives, libraries, home economics, cooking, post office, queue, poultry, dairying, radio, traffic rules, volleyball, democracy, government, panchayatiraj, bee-keeping, cinema, coir, child care, family planning etc; were selected for inclusion in the two parts of the primer. Altogether 30 plus 30 = 60 lessons were planned in the two parts providing a vocabulary of 500 plus 500 = 1000 words which are of maximum use in day to day life.

Methodology of teaching

There are different methods prevalent in teaching literacy to adults. The *alphabet method* is the oldest and most popular one wherein the alphabet is taught in the prescribed sequence. This is an appropriate method for children but with experienced adults, this was not felt suitable. Another approach is the *word method* wherein words are introduced first and then the letters of the alphabet. This method has different varieties. The one advocated by Laubach is providing figures for each word so that even if the letters of the alphabet are not familiar, looking at the figures, the learners will say what it is. Such a wholistic concept is given first and then the letters of the alphabet are enumerated. Pathik has envolved another method which is followed in Hindi areas. To teach any word you use a stanza with the key word towards the beginning of each of the four lines. The poem, when learnt by heart, will appeal to the learner and it is expected that he will identify the format of the keyword. Writing stanzas for each of the words to be introduced is a laborious task as also the memorising of them.

Hence this investigator suggested the use of another method– *Idea→sentence→word→alphabet method* which can be described as follows:

In this, an idea or a combination of ideas will be first presented to a group of people through discussion, narration, role play, pictures, cartoons, filmshow, cultural activity or any suitable technique according to the discretion of the worker or educator

or animateur as we call the person in charge. One or two key sentences will then be written on the board or presented in a flash card or flannel graph. This will be read out to the learners. Since they have actively participated in the discussions and since the sentence has direct contact with their life, they will, without hesitation, repeat the sentence with the worker. Who will then explain how the sentence can be dissected into words and then into letters of the alphabet. To begin with simple sentences and simple words have to be used. It is advisable to have letters of the alphabet without any discussion in the early words that one tries to teach. Having established a few 'letters' they can be persuaded to coin new words making sense. The letters have to be practised first; then to be followed by the words.

The Literacy primer Part I (Sakshavatha Padavali)

This was so designed that each lesson has got not less than 10 sentences. As far as possible the words introduced will be repeated on not less than 2–3 occasions in a lesson. Further the letters of the alphabet stressed will be found in different contexts with and without declensions, so that mastery of the alphabet can be easily tested through recognition exercises. The new words are printed in a separate colour wherever they occur to make them distinct from other words, already studied or which are beyond the scope for the time being. The keywords are given towards the end of each lesson and beneath that the letters of the alphabet introduced, in bold letters. A blank page is provided after each lesson so that the learners can attempt copying the new letters and words studied. This permanent record will give the learner ample chance for self evaluatian and the organisers to compare the performance of individuals in the format of letters such as the slant, spacing etc.

In this way 30 lessons are provided in the first part of the primer, the 29th lesson being the 'alphabetic chart'. In Malayalam there are 51 alphabets and they have a peculiar order like the alphabet in any other language. There are vowels and consonants and also groupings. Until the learner comes to this lesson, he is not told of this. But having mastered all the letters of the

alphabet, one should know its specific order also. Hence this lesson. Some of the lessons aim at numeracy along with literacy.

For example there is a lesson 'one to ten'. This lesson aims at giving the counting numbers in order. These words can also be studied. Furuher, ten concepts are introduced indirectly.

The lesson goes thus in English translation:

1. There is only *one* God
2. We have *two* eyes, ears, hands, legs.
3. The coconut has *three* eyes
4. The cot has *four* legs
5. There are *five* fingers in one hand
6. The box has *six* sides
7. There are *seven* days in a week
8. The spider has *eight* legs
9. There are *nine* planets
10. *Ten* tens make one hundred.

The concepts introduced are thus simple but at the same time, some are controversial and hence thought-provoking. The learners will cite many more examples and suitable ones have to be accepted. With a creative worker, this lesson might require many days and still remain unfinished. Examples or sentences are given just as suggestive ones and need not be followed as such.

The Literacy Primer Part II (Vayichu Valaruka)

In the second part of the primer, mainly the narrative approach has been followed. Here again 500 new words are introduced through 30 topics the last one being a set a stanzas communicating values and ideals of life. In this primer key words are supplied in the beginning in bold letters, but not in any different colour. Towards the end of the lesson discussion questions are supplied.

An example of the narrative lesson is given below:

Lesson: **Queue**

(Antony is a villain, when people in the locality are afraid of. He is prepared to do anything. He is not afraid of police, he used to say.

One day his son went to the ration shop. After sometime Antony got irritated. He wondered why his son has not returned yet. He went to the ration shop. From a distance he saw his son standing in a line behind many others.

He rushed to the spot and asked why his son is delayed. On receiving an answer he moved forward and asked those ahead of his son whether they had the courage to put his son back. His son interfered and said that all those who stand ahead of him came earlier than himself and all those who came after him are standing behind him.

Antony got the clue. He exclaimed thus: Oh! that wretched system in the cinema hall and the railway station has come here also!

Somebody was heard shouting "It should be practised everywhere. We should form Queues everywhere: not only in cinema hall & bus stand".)

To the villagers who have not yet practised the system, such a lesson together with some paper cuttings of the people queueing up, and rushing to get into the buses bullying old people and even the disabled etc., will definitely bring not only attitudinal changes, but behavioural changes also in due course, if not all on a sudden.

It has been estimated that these two primers could be completed within 80–100 hours though there need not be any specific time limit for each lesson. To begin with only one or two words could be finished in one hour. Later the speed can be increased but the discussion on the concepts involved will necessitate more time.

The lessons were tried out at random on different samples of agricultural workers and fishermen, had discussions with language experts, gave the workers an opportunity to comment on the script and after incorporating necessary modifications, the primers were got ready for distribution.

The second pilot project

When it was noted that within 150 hours one could not be made functionally literate satisfactorily, the Government of India permitted the Sanghom and other agencies in the field of adult literacy to launch the projects thereafter for a period of 300 hours, scattered through 6—12 months according to local conditions.

The expert committee of the Sanghom which consisted of M/s. P. T. Bhaskara Panicker, President; P. N. Panicker, General Secretary; N. V. Krishna Warrier, Director of the State Institute of Languages; Dr. Madhavan Kutty, Principal, Medical College; A. G. G. Menon, Professor of Extension, Agricultural College; Dr. N. Balakrishnan Nair, University Professor of Aquatic Biology and Fisheries; A. G. George, Deputy Director of Fisheries; Justus Lazarus, Manpower planning officer; Dr. Haridas, NCERT Field Advisor in the State; R. Gopalakrishnan Nair; Secretary Sastra Sahitya Parishad; K. Viswanadhan, Director, Mitranikethan; V. N. Unni, Producer, All India Radio; Roscotte Krishna Pillai, Editor, Yojana; M. K. D. Varier, Regional Field publicity officer; Porinchukkutty, Principal, College of Arts; K. Swaminathan, Retd. Superintendant of Govt. Presses; M. K. Kumaran, Ex. Chairman, Public Service Commission, M. Prabha, Chairman Official languages Commission; Mrs. Lakshmi N. Menon, Formerly Minister of State in the Central Govt; Pushpita John, President, University Women's Association; Dr. N. P. Pillai, Formerly expert in UNESCO and this investigator from the Dept. of Education of the Kerala University, (certain changes were made in the committee later on) discussed at length about the implementation of the scheme.

The committee resolved that out of the 300 hours, 100 hours each may be set apart for literacy and vocational improvement. The remaining 100 hours was to be divided among numeracy skills, social studies, health education, subsidiary vocations etc. Guide books for workers were prepared for each of these subjects by experts in the respective fields. A hand book for teachers on how to use the primer was also designed. A Literacy chart was also evolved by this investigator, using the vocabulary list prepared earlier giving due consideration to synonyms and antonyms. Flash cards and letter blocks were made in plenty. Maps and charts for teaching social studies and health education were also got ready.

The areas covered

Forty Centres run by the Kerala Grandhasala Sanghhom in the Districts of Trivandrum, Quilon, Malappuram and Cannanore and ten centres organised by the Mitraniketan in the Vellanad area of Trivandrum district formed the field of study for this investigation. This covered about 1500—2000 learners of both the sexes as 15 of these centres were exclusively for women. Similarly agricultural workers, fisherfolk and labourers were among the learners.

The distribution of Centres was as follows

District	No. of Men's Centres	No. Women's Centres	Total
Trivandrum	18	6	24
Quilon	4	7	11
Malappuram	9	1	10
Cannanore	4	1	5
Total	35	15	50

While in 30 centres agricultural workers formed the majority, in 15 centres fisherfolk formed 90-95 percent of the learners. In the remaining 5 centres labourers outnumbered other categories.

The agewise distribution was as follows

	Percentage
below 15 yrs	0.8
15 — 25 yrs	39.7
25 — 35 „	38.2
35 — 45 „	16.4
above 45 yrs	4.9

While the men women ratio was 7 : 3, that of the agricultural workers, fisherfolk and labourers was found to be 5 : 3 : 2. Only 5 centres were in the urban areas i. e. 10% of the sample.

The investigator had direct access to all these centres and he visited them atleast twice during the period of investigation, excluding the one for final evaluation. Mostly vehicles used by the organisations were at my disposal for these visits.

The workers

For each centre two workers and two standbyes were selected. In the centres run by the Sanghom, library workers formed the majority. Mainly local people were preferred. In certain areas where such people were lacking and where teachers from other areas were staying in the area on assignment, they were nominated as workers. There were even unemployed post graduates and law graduates among the voluntary workers. Some retired teachers also volunteered to do the work. As only a nominal honororium was given to these workers, those with some dedication alone came forward to work in the project.

The Taluk or District Library Association workers collaborated as supervisors on part time and full time basis. In certain areas the National Service Scheme Organisers in Colleges did this job.

The expert committee of the Sanghom (mentioned earlier) steered the working of its projects while an advisory committee

of the Mitranikethan looked after the affairs of their centres. When the Government came forward and launched farmer's functional literacy projects in four districts at 60 centres in each, mainly village extension officers were put in charge and the project officers constituted the Block Development officers or Taluk officers as the case may be.

In the Govt., sector out of the 10 or 12 Blocks in each District 6 were selected taking into account factors like backwardness, socio educational and popular support. In each Block 10 centres were identified and mainly the Gram sevaks (village Extension officers) were oriented to handle the classes. The already overburdened VEO's were thus given additional duty for which they were not adequately trained and in which many of them had no interest. In some cases local personnel were also appointed as instructors. In the sanghom's scheme, dedicated workers including librarians, teachers, educated unemployed persons etc. were selected leaders in the centres. They had real commitment and wanted to improve local conditions. While one was a Govt. affair the other was voluntary and hence evinced more interest not only among the workers, but among the participants as well.

Workers at various levels were given orientation courses at different places as detailed below.

Orientation Courses for Literacy Workers

It was felt that a thorough orientation has to be provided for the prospective literacy workers, as they have to effectively integrate literacy with socioeconomic development and to tackle the mature adults carefully. So a short course of a week's duration was planned consisting of lectures, discussion, demonstration, film shows etc. The main topics discussed include:

Adults-their needs and problems; adult psychology; methodology of teaching adults; literacy-its philosophical and sociological aspects; position of literacy in India and in Kerala; attempts at eradicating illiteracy in various parts of the world; the primers

and how to teach them; teaching of numeracy; integrating developmental activities with literacy; health & hygiene; our surroundings; current problems; teaching aids–their use; improvisation of teaching aids; techniques of evaluation; organising discussions and observing learners effectively; cottage industries such as bee-keeping, dairying, poultry; reading habits and interests; social work-need for dedication in it; follow-up programmes; guidance & counselling:

These subjects were handled by experts in the respective fields. Further, demonstration lessons, role plays as to how to conduct an interview, how to organise and lead discussions etc, were organised during the week–long intensive residential course showed that though they have acquired mastery in the areas concerned, practical situation might pose them many more problems. Hence it was decided to organise monthly seminars of all the workers at some central place or in the literacy centres by rotation. The second approach was found more beneficial and was followed.

Orientation for organisers and supervisors

As in any other programme, external supervision and guidance are necessary in such adult literacy programmes which are non-formal. The library union representatives were trained for this purpose. As part of their routine work, they used to visit local libraries at least once in two months. They were also trained in the areas mentioned in the previous section and in addition were oriented to the special kind of supervision to be followed in the literacy centres. Unlike the inspecting officers in the formal system, these organisers require to be quite cooperative, friendly and patient. They have to clear the doubts of the workers on the spot and if they cannot, contact the central committee, find the solutions and then report back. These supervisors are expected to help the workers run the course more effectively. As the union representatives were receiving a nominal honorarium for visiting libraries, they could make it a point to

visit the literacy centres at work, whether run in the library itself or in the nearby schools or in the suburbs at some convenient place. (More than 75 percent of the centres organised by the Sanghom were in the library halls.)

These supervisors were also called for the monthly seminars as there could be an effective exchange of ideas, innovation etc. These seminars proved very effective in solving local problems without much difficulty. In the improvisation of teaching aids there was even a competition among the workers, as they used to bring them to the seminars.

Extension officers of the various departments of the Government and leaders of voluntary organisations were also provided with necessary information regarding the project so that they could be of some help to the local workers. This system also worked well.

Representatives of newspapers, radio, and other mass media used to visit the centres to see the progress of the programme as a whole.

Facilities and hindrances

The investigator had the field for study in the literacy projects organised by the Kerala Grandhasala Sanghom, Mitraniketan and the State Government. For running classes libraries, nearby schools or temporary sheds built for the purpose were used. In places where these were not available, the porticos or verandahs of churches and mosques and of some convenient buildings were used.

The literacy primers, work books, note books, pencils etc. were supplied to the learners by the respective sponsors, out of the financial assistance for the projects. So also guide books, reference books, teaching aids like maps and charts were made available to the teachers. Wherever electricity has not yet reached, hurricane lanterns and petromax lights were supplied as most of the classes were run during the early hours of the night; except on sundays, when day classes were also in vogue. Black boards,

chair or stool for the worker, a box for keeping books, records etc. were also supplied to the centres out of the project grants.

The Kerala Grandhasala Sanghom and Mitraniketan at Vellanad did the coordination work of their respective centres while a full time project officer not below the rank of a Block Development Officer coordinated the project in each of the four districts where literacy centres were run by the Government. The car used by the Sanghom for its organisational work, that of the Mitraniketan and the Government jeeps were available for the—investigator and his team to visit centres for various purposes.

While these were the facilities, there were certain hindrances also. The fact that the investigator did this work without prejudice to his normal duties, is itself indicative of this. After the day's strenuous work the investigator had to travel many miles to visit a literacy class. But this was not considered a serious hindrance as the work was taken up by the investigator on his own initiative and involvement.

But there were certain other hindrances. Certain political parties and certain sections of particular communities were deadly against the spread of literacy and they tried to block the project at various levels. They persuaded the learners not to attend classes, tried to evoke quarrels among the learners and cultivate tensions in the area so that the smooth running of the project could be stopped. These could be overcome through group meetings and proper counselling with the learners and by ensuring local support by way of forming local advisory committees. The dissidents were also taken care of by asking them to report confidentially as to the progress and type of work done in the centres.

The lack of supply of kerosene oil created problems in certain areas. The District supply officers were approached and special permits were obtained for the centres.

Another hindrance was the seasonal nature of vocations of agricultural workers and fishermen. During harvest season the

centres were allowed to discontinue on the guarantee that they will make up lost time Similarly during rainy season, fishing seasons such as 'chakara', flexibility was allowed in the timing of classes & dates. Since the learners came forward with adequate motivation, they could sustain the same.

The lack of necessary land, seeds, pesticides etc. posed problems for the workers as at times they could not make the learners practise what they wanted to test themselves. Similarly for the fishermen, though modern equipments were shown to them, they could not be supplied free for use. However the learners were taken on excursions so that they could see other people using the tools and techniques, they were told to use.

The two voluntary organisations, the Kerala Grandhasala Sanghom and the Mitraniketan, had to raise compensatory funds for completing the literacy projects as only partial financial assistance was given to them for the implementation of the projects. This difficulty was overcome without much difficulty in either case as people knew that every pie spent by these organisations would be accounted for properly and that they would make maximum use of the amount or other resources donated.

The sanghom has a press of its own and hence primers, guide books, charts etc could be produced as and when necessary at cheap rates. The communication net work of the sanghom has saved a lot of money by way of correspondence and supply of materials to the centres.

Above all the project had the support of a group of experts who were available at request for any type of work connected with the project. Mr. P. N. Panicker, who organised the sanghom in 1945 and continued to be its general secretary had established such a commanding power that at his call thousands of dedicated volunteers comes forward to support the project by all means. This investigator could make use of all these resources in carrying out the case study being reported.

Evaluation

The fact that evaluation is a continuous process, taking into account the cognitive, affective and psychomotor domains, of finding out the gains accrued by a group or individual as a result of a particular process, was borne in mind in this case study.

A pilot inventory was filled in at the time of enrolling each learner, as to whether he had been to school, how far he studied, why he stopped, why he intended to learn now etc, as also how far he could recognise letters of the alphabet, words etc, and where he stands in numeracy and in various ways of life. If he had not been to school at all, the inventory recorded how it happened and a great many details of the individual. This initial or entering behaviour of the learner was compared with his terminal behaviour, i. e. on the completion of the project. The revealing changes in attainment, attitudinal changes and operational changes can be attributed to the programme launched.

The instructors were directed to keep a diary with a page assigned to each learner to jot down his attainments and peculiarities more or less in the form of an anecdotal record. This they did effectively. Further, they were requested to give occasionally oral and written tests to the learners. They were also to be observed and their homes visited to the extent possible, without notice, to note the behavioural changes, if any, among the learners. These were summed up by the workers and they gave a comprehensive account.

In addition to this there was a final assessment by a team, on the various objectives of the project. Mastery in literacy and numeracy, vocational competence, ability to express in oral and written form, comprehending ability etc, were included in this process. Interviews with the learners and home visits of randomly selected learners formed a part of the final evaluation. The mass media personnel, who accompanied the team, recorded the interviews and the oral performance and were relayed through the All Indla Radio.

In order to test the attainment in literacy, dictation exercises, completion exercises, comprehension exercises, letter writing, reading speed and accuracy, writing speed and precision etc; were considered the major components.

For numeracy, ability in four operations; solving practical problems; interpreting graphical representations; relating time and work, time and distance etc; monetary transactions involving interest, shares, loans, banking etc; were tested.

Oral and written tests were given to test mastery in health education, citizenship, etc as also vicational practices. Interviews were structured but in certain cases were extended beyond that level.

Text books, supplementary reading material, literacy charts, flash cards depicting letters of the alphabets, words and sentences of varying difficulty levels, stop watch etc were used as evaluation tools besides the printed evaluation proforma supplied to each learner.

It was noted that the external evaluation was viewed seriously and received gladly by most of the learners. Very few were found reluctant to take the test. Breastfeeding mothers, women at later stages of pregnancy, housewives who find very little time to study, etc; were all among those who took the test.

While the entire sample who took the test (1050 men and 450 women) was covered for evaluative analysis of attainment in literacy, numeracy and vocational competence, only representative samples (20 percent each) were taken for other related studies and allied projects, according to the variables and problems in question.

Certain attitudinal and operational changes observed during the course of the study

1. In one of the centres, when we visited the group at work in the early hours of the night, some of the learners were found withdrawing themselves from us. The reason we could gather

was that some had just returned from field work and could not wash themselves or clean their clothes before coming to the class. They had put their tools in one corner and were attending the class. They were afraid, that the bad odour of sweat might irritate us. There was another group who were all fully drunk. They too felt that it was not proper, as our custom demands. We went without notice on later occasions also and found these people washed, clean, wearing white dress even if torn, and in full consciousness. This change was effected as a result of their participating in this non-formal education programme.

2. In another centre which was very close to a cinema theatre, on Fridays when new films come, there used to be a fall in attendance. When we noticed this and advised them that nothing would be lost from the picture even if they postponed seeing the film for the sake of attending the class which if they missed might lack continuity and put them into trouble. Thereafter on various occassions we noticed that even when there was a new film, people attended the class.

3. There were only very few who have not absented themselves from the classes even for a single hour. One was a lady. On interview it was found that she was a widow working as a housewife in a big family. On all days she used to complete her work before 2.15 pm and attend classes from 2.30 pm (It was a women's centre run on day time thrice a week). On many days she had attended classes without taking food for fear of reaching the class late. She succeeded in writing to her only son in the army in her own handwriting within six months of joining the course (she was awarded a special prize also).

4. In a particular area on two sides of a road two different communities were living. If one happened to cross the road to the other side there was sure to have a struggle, sometimes even leading to firing. We could start a centre on one side though at the protest of the other group. The criterion used was the number who came forward to study. To begin with none from the other group joined. (They could not do that either!) Whenever we

visited the centre, that group represented to us their desire for becoming literate. But that time those who joined the centre first were somewhat modified and they pledged to keep communal harmony in the locality, in the presence of the other group. This touched the conscience of the other group and they too pledged similarly. We could run the centre smoothly with both groups participating and till the close of the project there was no further communal conflict in that area.

5. In a women's centre, the majority of the learners had no employment. Those who had, were selling fish which required only 2 hours per day. In this centre the learners began studying 'netweaving'. The necessary raw materials were supplied on loan basis and most of them made use of the opportunity. Before the close of the session, a women's cooperative society for preparing fishing materials was formed and raising loans and grant from various sources, they are now not only literate but also self employed.

6. In an agricultural area, as a result of the literacy programme, the learners started pooling Rs. 2 per week so that in the course of 35 weeks all the 35 learners will get a sheep each. Lots were taken every week and the luckier ones get the sheep first. But they will continue to contribute their weekly share. Thus before the close of the project all the learners had a sheep each as an auxiliary chance of bread-earning vocation. The thrift habits, saving mentality and cooperative endeavour could be rooted in the learners as a result of the programme.

7. In more than one place false petitions alleging that study classes were being organised in the guise of literacy classes, were sent to police. When police came for enquiry they could find only people who are extremely motivated to become literate, attending the class The false petitioners or those who induced such an act were identified in one or two cases and they not only apoligised before the public but also began supporting the centre.

8. Those who distribute 'bit notices' of political social, cultural or recreational activities used to avoid these people in the beginning saying that they could not read. Before the completion of the course these people got the recognition and used to receive leaflets whenever issued in public. This roused a sense of status or recognition which was enhanced when they began receiving the follow-up materials sent to them by post. Thus their self esteem could be improved.

On enquiring about the reason why a Haji, aged 55 joined a class, he told us that to begin with he used to hear the classes from outside. They were found discussing very useful things and he got interested. His son was attending the class regularly from the beginning. Asked whether he was not ashamed of learning with his son his reply was 'not at all'. He was a leader of the locality and had 'anger at his nosetips'. He explained to us how he became a calm, cooperative and understanding person after joining the course.

10. Instances of identifying talents were many. At least in one instance, a literacy centre team won the volleyball title at the District level meet. Many excelled in sports competitions.

11. At least in a few cases rural roads were either constructed or repaired by the literacy learners who also cooperated in thatching houses of poor people, formed labour societies and began to resist communal and political indoctrination to which they were hitherto succumbed. A corrupt priest was publicly questioned and transferred by the concerted action of the learners in a literacy centre. Questioning, criticising and challenging corrupt leaders developed as a result of participating in discussions in literacy centres.

Findings based on final evaluation

1. The total attainment of the learners, out of a possible total of 100, varied between 4 and 98. The mean score of the distribution wss 63.45 with a standard deviation of 20.65. The skewness came to -0.56 showing that the total distribution was negatively skewed. i. e. very few got low scores.

2. Analysing the results componentwise, the following findings emerged :

a) The mean score obtained for recognising words and correct spelling was 15.35 out of a total of 19. This indicates satisfactory attainment among the learners.

b) The comprehension test given showed that majority of the learners in the literacy classes attained satisfactory comprehending ability. The mean score was 4.64 out of a total of 6.

c) The learners possess sound ability in numerical operations. Out of a possible scores of 36, the mean score came to 30.80.

d) The skill in communicating with others through the medium of writing letters was found to be *not adequate*, as the mean score obtained was only 2.3 out of a total of 6. This indicates the need for more emphasis on this aspect in future.

Findings emerged out of comparative studies

a) There is statistically significant difference between the average attainments of men (65.98) and women (56.48), the former group having an upper hand over the latter. (Critical Ratio 3.7)

b) Occupation was found to influence the achievement in the literacy classes. As a group, fishermen (mean 66.99) were found superior to agricultural workers (mean 60.32), C. R. being 2.98.

c) The difference in mean achievement scores between that of skilled workers (mean 59.98) and unskilled workers (mean 59.38) is not statistically significant.

d) Districtwise the order was Trivandrum (mean 64 95) Quilon (62.34), Malappuram (59.36) and Cannanore (54.85). This was natural as the organisers could concentrate their work in the first two districts as they are close by their headquarters.

e) Grouping the sample into four categories each, based on previous background and attainment, the Chi square value of 0.51 at 9 degrees of freedom clearly indicates that previous schooling gives the learner an advantage over others who had never been to schools.

f) Taking age as a variable, a low negative biserial correlation coefficient of -0.1355 has been obtained indicating that as age increases the attainment of the learner is likely to decrease. But, as the difference is very small, the effect of age on achievement is only negligible; showing that irrespective of age one can attain mastery not only in vocations but in literacy also.

g) No significant difference was found in the attainment of learners drawn from the three communities—Hindus, Christians and Muslims.

Attitudinal and behavioural changes

a) All those who had some vocation or other believe that they have benefitted much by attending the classes as they could come across modern trends in the respective fields. Most of them stated that they are using modern tools and techniques, especially those who are agricultural workers.

b) The learners feel that they could read Malayalam with out mistakes at an average speed without much difficulty. Only 90 percent of these claim to have mastery in reading and writing.

c) More interest is shown in mathematical problems directly related to daily life. Numeracy is considered more essential by many of the learners.

d) Almost all the learners now put their signature as against the 'thumb impression' or symbols they used to put earlier.

e) Nearly 50 percent are confident of writing letters, filling in forms, writing applications etc as a result of the course attended.

f) Only less than 2 percent own radio sets. But radio kiosks in the nearby parks or libraries are used by the majority of the learners. Local news bulletins and film songs are the major items of interest. Programmes such as 'farm and home', 'agricultural forum', 'radio rural forum', 'question hour' etc. are attended to only occasionally; that too when motivated by somebody else.

g) Nearly 10 percent have started subscribing for newspapers and periodicals with another 40—45% making use of the local libraries. At least 60% of these neoliterates have become members of local libraries.

h) Habits like punctuality, cleanliness, honesty, perseverence, tolerance, cooperativeness etc have been developed in a good majority of the learners.

i) Many who studied first aid, practise it. Similarly environmental sanitation, digging of compost pits, budgetting, keeping accounts, saving money for hard days, minimising expenditure on drinking, smoking etc are some other habits which they claimed to have developed as an outcome of the course.

j) While the learners believe in 'queue system', they are afraid that because others are not following the same, they will be the losers, though they wish very much to observe it.

k) Taboos, superstitions, customs etc are giving way to modern scientific thinking and ways of life as revealed by majority of the learners.

l) Most of the learners stated that they were reluctant in taking part in developmental programmes as they felt that it was the government's business and nothing of their concern. Now that they have realised their role in community development programmes, most learners expressed their faith and willingness to participate in such activities.

m) Many had no faith in cooperative societies as they were victims of exploitation. These poor people were unknowingly

made members of societies, the privileges going straight into the pockets of the exploiters. Now they form their own cooperatives and anything that they sign, could be read and signed.

n) A feeling of self esteem has been developed in the minds of the learners as people who were hitherto neglected, have started approaching them There is an awareness that they are also citizens and part and parcel of the society, the progress of which is their own prosperity are reported by the learners.

o) By becoming literate, they want to continue reading and writing, lest they relapse into illiteracy. They are mainly interested in reading short stories, life sketches, historical and scientific material, books on health, democracy, revolutions, home management, literacy, religion, politics, etc. But different sections have different priorities.

p) Only about 10-15% have dropped out of the classes. The reasons attributed by the dropped out ones are really beyond their control. When compared with the formal system the drop-out rate is rather low.

q) Nearly 20% of the learners are desirous of pursuing these classes and taking some examinations, which are the minimum requisite for entering public service. Some others want to learn English and Hindi. They are prepared to work extra hours to find money to pay fees and struggle hard for acquiring knowledge using available leisure hours.

Impact of the programme on the participants

A. The learners

The learners gained literacy and numeracy integrated with in-built changes in attitudes and behaviour which might lead to actual involvement and whole-hearted participation in the developmental programmes aimed at the community and the nation at large. Many of the false notions could be rooted out and better awareness and self esteem cultivated. Ensuring 100 percent enrolment in schools and arrest of dropout rates can be

expected as an outcome of the people of 15-35, being made literate. The apathy towards developmental programmes disappeared from among the neoliterates.

B. The workers

A new approach to providing literacy and numeracy has been practised. Methods appropriate to local situations have been developed, inculcating in them self confidence and innovative trends. They themselves had a reorientation to life and developmental programmes. They had a chance to move with and organise their elders, thereby winning their sympathy and support besides their admiration. They have derived pleasure in the non-formal system, the gains of which could be incorporated in the formal system also. These learners will also try to pursue their learning by way of acquiring better qualifications or improving their own efficiency. A feeling of having done some useful work for the masses, is there among the workers.

C. The Community

The increase in the number of literates—understanding, cooperative neoliterates—will help community development. The emerging literates will fight corruption, nepotism, blackmarketting and hoarding etc as they have gained some new viatality and energy. The facimile of the community can be changed easily through concerted efforts. The sense of 'we feeling' and the readiness to sacrifice will, it is hoped, lead the community to prosperity Age is no barrier to learning; nor is the strict formal system with all its accessories essential for education; the people have understood.

D. Organisers and Administrators

The success of the project has given added strength and courage to those who steered this project. They have realised that certain weak points are there in the organisation which are to be taken care of in future. The two organisations, with their practical experience in the field, can take up large scale programmes of literacy and other developmental projects.

They have also realised that had there been more technical equipments such as projector, radio, cassette, television etc., the programmes could have been launched on a massive scale. The organisers have succeeded in creating an awareness among the people and an atmosphere conducive to launching such projects. The role that voluntary organisations can successfully play in such fields has been shown effectively. A strong case for coordinated concerted effort on such continuing education programmes at the nonformal level has also been drawn up through the successful completion of this project.

E. The Investigator

The new approach evolved and the primers designed by him could be experimented upon for their efficiency and usefulness, which have been proved beyond doubt. He could publish occasional papers incorporating the research findings on aspects related to this study and express his personal views on nonformal education and adult literacy programmes.

A number of articles could also be published in Malayalam in leading dailies and periodicals in Kerala besides a series of seminar papers. At the instance of readers a booklet entitled *"Education in a new perspective"* has also been brought out by the investigator incorporating his "plea for continuous, nonformal, functional education and some research findings reflecting the impact of functional literacy programmes in the state". The author is convinced that non-formal education programme, though not a parallel or substitute to formal education, are not only necessary, but also essential, in order to cope with the needs of adults, grown up, semi-literates, illiterates and for all who want to live with the times. The findings of the study confirmed the conviction of the author that the Government and the Universities will have to collaborate with the leading voluntary organisations in the field to organise an effective network of nonformal education system in the country.

APPENDIX I

English version of the Evaluation Proforma (Pilot Functional Literacy Project)

Name:

Age: Occupation: Religion:

Name of the Literacy Centre :

1. Write ten words which the examiner gives.
2. Write the names of three figures which the examiner shows.
3. Fill in the blanks —— six words (alphabets to be supplied)
4. Fill in the words —— ten sentences (from the text and covering general knowledge)
5. Numerical open-end questions (5 Nos)
6. Write a letter to your friend explaining your experiences and gains from the literacy centre. OR Write an application to the Panchayat President requesting a loan of 500 Rs. for a specific purpose
7. Ability to write numbers in words given in figures and vice versa.
8. Addition and substraction exercises (3 each)
9. Four numerical problems taken from daily life situations. (average, profit and loss, interest, postal transaction, division of labour etc.)
10. Transcribe a passage lucidly and with speed.
11. Read a passage with intonation.
12. Oral questions from different subjects covered. (Five questions to be selected at random from a list of 30)
13. Interview with the learners to ascertain beliefs, values, customs, habits, attitudes, interests etc.
14. House visits (at random 2 or 3 per centre) to identify behavioural changes.

APPENDIX II

Papers in English by the author on literacy/non formal education

1. The impact of functional literacy programmes on the learners in Kerala—*Indian Journal of Adult Education*, New Delhi, October 1972.
2. Effect of previous schooling on the achievement of learners in functional literacy classes—*Quest in Education*—Bombay, January 1973.
3. The attempts at eradicating illiteracy from Kerala—*Prasar*—Jaipur (Rajasthan), July 1973.
4. Teacher education for out-of-school education. Indian Association of Teacher Educators (IATE) Annual conference paper—Patna, October 1973.
5. Education in a new perspective—*Himshiksha*—Simla (H. P.), December 1973.
6. Attitude changes among neoliterates—*Educational India*, Machilipatnam. (A. P.), January 1974.
7. Towards a learning society—*Himshiksha*—Simla (H. P.) March 1974.
8. Droup outs from literacy classes—*Literacy news*—Calcutta, October 1974.
9. A massive, time bound literacy programme needed—*Journal of Educational Research and Extension*, Coimbatore, October 1974.

10. Changing frontiers in pedagogy-IATE Annual Conference paper—Hyderabad, November 1974.

11. Adult education for the rural poor-Indian Adult Education Association Conference paper—Lucknow, November 1974.

12. Reading interests of neoliterates—*Educational India*, Machilipatnam (A. P.), December 1974.

13. Literacy gives a new look to life—*Literacy work*, Teheran (Iran), January 1975.

14. Attainment of literacy learners in Kerala—*Studies in Education*—Trivandrum, March 1975.

15. Functional literacy and family life planning education as integral part of teacher education programmes. *Studies in Education*—Trivandrum, March 1975.

16. Salient features of the literacy programmes in Kerala, *Adult Education and Development*—Bonn (W. Germany), March 1976.

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Nonformal education can be defined as any organised educational activity outside the established formal system—whether operating separately or as an important feature of some broader activity—that is intended to serve identifiable learning clienteles and learning objectives.

Formal education is the hirearchically structured, chronologically graded educational system running from primary school through the university and including, in addition to general academic studies, a variety of specialised programmes and institutions for full time technical and professional training.

Informal education means the truly life long process whereby every individual acquires attitudes, values, skills and knowledge from daily experience and the educative influences and resources in his or her environment—from family and neighbours, from work and play, from the market place, the library and the mass media.

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